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ABSTRACT

The purpose of this bibliography is to provide sources of information for educators, researchers, and students on: (1) the identification of children with potential learning problems (learning disabilities, behavioral difficulties, health problems); (2) screening for language, reading, and math readiness; and (3) assessment of the gifted child. Citations included are from "Resources in Education (RIE)", from March 1973 to January 1975, and from the "Current Index to Journals in Education (CIJE)", from October 1972 to September 1974. There are 53 annotated entries from "RIE" and 40 journal references. Indexed descriptor terms are included for each citation. (Author/ED)

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SCREENING AND ASSESSMENT OF CHILDREN: AN ABSTRACT
BIBLIOGRAPHY

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SCREENING AND ASSESSMENT OF CHILDREN: AN ABSTRACT BIBLIOGRAPHY

This selective abstract bibliography includes entries from Resources in Education (RIE) from March 1973 to January 1975. Also included are references to journal articles cited in Current Index to Journals in Education (CIJE) from October 1972 to September 1974. Citations are arranged in order according to ERIC Document (ED) or ERIC Journal (EJ) numbers, with the least recent appearing first. The purpose of the bibliography is to provide information for educators, researchers and students on the identification of children with potential learning problems (learning disabilities, behavioral difficulties, health problems); screening for language, reading and math readiness; assessment of the gifted child.

Descriptor (subject index) terms used in searching RIE and CIJE were: Screening Tests, Identification, Ability Identification and Diagnostic Tests. In both RIE and CIJE major descriptors are marked with an asterisk*; others are minor descriptors.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked microfiche only. (See ordering directions in the back of this publication.) A few citations from RIE are not available through EDRS. If a publication is available from other sources, availability information is listed below the abstract. Articles cited from CIJE are available only in the journals cited.

SCREENING AND ASSESSMENT OF CHILDREN: AN ABSTRACT BIBLIOGRAPHY

References from Research in Education (RIE)

1. Liebert, Robert E., Ed. Diagnostic Viewpoints in Reading. March 1973, 140p. ED 068 916

*Conference Reports; Diagnostic Teaching; *Diagnostic Tests; Elementary School Students; Evaluation; Informal Reading Inventory; Measurement Instruments; Reading Comprehension; *Reading Diagnosis; Reading Difficulty; Reading Instruction; *Reading Research; *Reading Tests; Secondary School Students; Syntax

A collection of papers delivered during the Fifteenth Annual International Reading Association Convention is presented which represents a variety of views on diagnosis and/or on the manner in which diagnostic information is interpreted. The papers have been arranged into three sections. The first deals with the importance of diagnosis, presents some methods for collecting and interpreting data about reading progress, and describes a plan for bringing about changes in reading performance. The second section treats tests and testing and provides information on ways a teacher can use tests. Included are an analysis of several diagnostic tests currently available, a discussion of problems and solutions in utilizing both standardized and informal tests, and a description of the development of a diagnostic test. Section 3 is composed of four reports analyzing data to shed light on the relation between intelligence and reading improvement, the stability of reading achievement, and critical evaluations of methods for determining levels of achievement. The papers are arranged in a way that makes the monograph easy to use, especially the treatment of the statistical studies. Tables and references are included. (This document previously announced as ED 047 909.)

Also available from: International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$4.00 non-member, \$3.00 member)

2. Reaching the Pre-School Handicapped Child. March 1973, 47p., ED 069 086.

*Conference Reports; Diagnostic Teaching; *Early Childhood Education; *Exceptional Child Education; *Handicapped Children; Identification; Instructional Materials; *Preschool Children; Teacher Role

The proceedings of a Special Study Institute on the Preschool Handicapped Child include staff and participant lists, opening and closing remarks, and six papers. Topics discussed in the papers include teacher clues for identifying learning disabled students, directions for teacher identification of speech and hearing handicaps, the concept of classification and its integration into a preschool curriculum, prescriptive physical education, prescriptive (diagnostic) teaching, and educational materials. Sources and prices are given in a list of professional books, children's library books, instructional materials and aids, films and filmstrips, and tapes and records appropriate for use with preschool handicapped children.

3. Walker, Hill M. Early Identification and Assessment of Behaviorally Handicapped Children in the Primary Grades. Report No. 2. March 1973, 67p., ED 069 092.

*Behavior Problems; *Behavior Rating Scales; Classification; Emotionally Disturbed; *Exceptional Child Research; *Identification; Primary Grades; *Student Behavior

As part of a larger study investigating intervention procedures for children classified as homogeneous on factorially derived dimensions of classroom behavior, students in grades 1-3 (N=1, 067) were screened using teacher ratings on the Walker Problem Behavior Identification Checklist (WPBIC) for the purpose of developing groupings of deviant classroom behavior using behavioral assessment procedures and factor analytic techniques. Each student's ratings on the WPBIC were scored on five factors and subjected to profile analysis. Homogeneous groupings were established on the five behavior dimensions: acting-out, social withdrawal, distractability, disturbed peer relationships, and immaturity. Correlations indicated that, with the exception of acting-out and distractability, there was little overlap among item clusters comprising the five factors. Sex difference was significant within each of the three grade levels; neither grade level effect nor interaction between grade level and sex was significant. Results suggested that teacher checklist ratings of student behavior are a valuable and relatively inexpensive method of identifying homogeneous groupings of classroom behavior.

4. Walker, William E. Identification of School-Related Objects as Perceived by Children on Primary School Levels. March 1973, 38p.; ED 069 400.

*Association (Psychological); *Childhood Attitudes; Elementary Education; Environmental Influences; *Identification; Observation; Perception; *Primary Grades; School Orientation; Student Adjustment

Since the development of primary perceptual abilities in the child depends on a variety of factors that may differ distinctly in comparison with an adult, the present study proposed to discover a set of objects which the child himself relates with school, thus removing any adult bias created by this divergence in perceptual viewpoints. Results of the study, which used 405 students in selected classrooms, and which confirmed the hypotheses, indicated that: (1) a group of objects does exist which primary school children associate with school; (2) there are perceptual differences of the child and the adult, and there is need for evaluation of the adult-experimenter mode in selecting stimuli to be used in such studies; (3) there are differences between the lists precipitated by degree of common experience, complexities of the classroom, and differential skills; (4) perceptions of objects as school-related tend to be more uniform at the more advanced levels; and (5) race and sex significantly affect primary school age children's perceptions of objects as school-related. Appendices give examples of a child's drawings of his school and duplications of stimulus figures.

5. Stank, Peggy L.; Hayes, Robert B. An Investigation of the Effects of a Diagnostic Prescriptive Kindergarten Program on the Predicted Reading Levels of Children Identified as Potential Reading Failures. Final Report. March 1973, 100p.; ED 069 435.

Diagnostic Tests; *Group Intelligence Testing; Illiteracy;
*Kindergarten; Low Income Groups; Prereading Experience;
Reading Failure

An experimental design with experimental and control groups was used to evaluate the effect of a diagnostic structured kindergarten program upon the predicted reading levels of low income area children. The effect was compared with the effect of the traditional kindergarten program. The effects of the two curricula upon the total group of children in each curriculum, and upon the subgroups of predicted reading level-failure children were compared. The Jansky Predictive Index of Reading Performance was used as a criterion measure, and the Illinois Test of Psycholinguistic Abilities was used for diagnosis. The data analyses showed the diagnostic program to be superior to the traditional curriculum in raising predicted reading levels of the total groups of children and the predicted reading level-failure subgroups.

6. Venezky, Richard L.; Johnson, Dale. The Development of Two Letter-Sound Patterns in Grades 1-3. April 1973, 14p., ED 070 070.

*Diagnostic Tests; *Grade 1; *Grade 2; *Grade 3; *Phonics;
Pronunciation; Reading Comprehension; Word Study Skills

Tests for four letter-sound generalizations--"C" pronounced as K or S and "A" pronounced as AE of E --were given to 73 first, second, and third grade children at six-week intervals during a single school year. Each test included five synthetic words (e.g., CIPE, ACIM, BICE, CIB, OCET) for each generalization. Children responded individually to the test items by attempting to pronounce each one aloud. The long and short pronunciations of "A" (E and AE) and the L pronunciations of "C" were learned to a high degree of accuracy. They showed no significant differences across grade levels, but did differ significantly across ability groups. For "C" pronounced as S, however, learning was extremely low at all grade levels and reached only 45% correct by the end of grade 3. Initial "C" as S was learned more slowly than medial "C" as S, indicating an interaction between letter pattern and word position. The failure to acquire the "C" pronounced as S pattern, especially in word-initial position, appears to result primarily from the failure of most beginning reading texts to include a sufficient sampling of words which begin with "C" before "E," "I," or "Y."

7. Levine, David. Head Start Psychological Services in a Rural Program. April 1973, 6p., ED 070 516.

Career Opportunities; *Identification; *Models; *Preschool Children; *Psychological Services; *Rural Areas

A model of delivery of psychological services which takes into account the limited availability of trained psychologists in rural communities and which offers advantages in terms of offering career opportunities for the target population is presented. The model de-emphasized "early identification".

8. Cook, Ann C. N.; Hannaford, Alonzo E. The Ability of Color-Vision Defective and Color-Normal Early Elementary and Junior High Students to Utilize Color. Final Report. May 1973, 92p., ED 071 261.

Classification; Color; Elementary School Students; *Exceptional Child Education; *Identification; *Incidence; Junior High School Students; Kindergarten Children; Test Validity; Vision Tests; *Visually Handicapped; Visual Perception

The investigation was undertaken to obtain data on the number of kindergarten, second, and seventh grade students classified as having color vision defects by the American Optical-Hardy, Rand, Rittler Test (AO-HRR) and two tests by S. Ishihara. Also studied was the ability of color vision defective and color normal students to utilize color as measured by the Farnsworth panel D-15 test and the Dvorine Nomenclature

Test. A single administration of the AO-HRR resulted in abnormally high percentages of students being identified as color vision defective. The AO-HRR classification of strong identified students at all grade levels who had problems utilizing color. Using the more stringent criterion of consistent failure on the AO-HRR and the two Ishihara Tests, the percentages of students found to be color vision defective were lower than generally quoted in the literature, but approximately the same as cited for some school populations. A total of 2,476 students received initial testing, and 38 were found to be color vision defective using the three tests. A similar number of color vision normal students were selected as a comparison group. It was concluded that a factor or factors other than color vision are assessed by the AO-HRR test when the published criteria are used with younger populations, that students who consistently manifest a color vision defect can vary in their ability to utilize color, and that caucasian males manifested a significantly higher proportion of color vision defects than black males.

9. Amundson, Marian Stuehrenberg. A Preliminary Screening Program to Identify Functioning Strengths and Weaknesses in Preschool Children. May 1973, 88p., ED 071 743.

Auditory Tests; Glossaries; Language Tests; Learning Disabilities; *Learning Readiness; Masters Theses; *Measurement Instruments; *Preschool Children; Psychomotor Skills; Raw Scores; *Screening Tests; Statistical Data; Test Results; *Test Validity; Visual Measures

The purpose of this study was to compare two instruments for screening preschool children for potential learning problems. The two instruments used were the Metropolitan Readiness Tests (MRT) and the Wizard of OZ Preschool Preliminary Screening Program. The children tested on both measures were members of a self-contained kindergarten class. MRT testing was done in small groups by the teacher and the screening by the author and two trained volunteers. The children were screened individually for motor, visual, auditory and language competencies. Those falling below recommended scores were referred for further evaluation. The computerized comparison of the raw scores on the two instruments showed a correlation coefficient of 0.9075, with a 0.0005 level of significance (N=23) using Pearson's Product Moment. Numerous recent studies have shown the MRT to be a valid predictor of future learning success or failure. Thus, the preliminary screening is also a valid test. The four appendixes to the report provide the following:

- A. Tables of tests scores; B. A preliminary screening program to identify functioning strengths and weaknesses in preschool children;
- C. Formula for Pearson's Product Moment Correlation Coefficient; and
- D. Glossary.

10. Information Concerning the Program for Gifted and Talented Students. June 1973, 12p., ED 072 602.

*Educational Programs; Elementary School Students;
*Exceptional Child Education; *Gifted; Identification;
*Public Schools; Secondary School Students; Special Classes;
Special Schools; State Programs; *Talented Students

Presented in the form of 29 questions and answers is information on North Carolina's Public School Program for Gifted and Talented Children at elementary and secondary levels. Discussed are the criteria for student eligibility, typical characteristics of gifted children, both acceleration and enrichment programs, special class curriculum, and funding. Also presented are 15 forms of special class organization including self contained classes, itinerant teachers, continuous progress, and advanced placement. Final questions describe teacher preparation and the Governor's School, an 8 week summer program for 400 gifted high school juniors and seniors.

11. Mallinger, Barry L.; And Others. A Multivariate Analysis of Rationally Derived Categories of Learning Disorder. July 1973, 16p., ED 074 141.

Ability Identification; *Clinical Diagnosis; *Discriminant Analysis; Elementary School Students; Language Handicaps;
*Learning Disabilities; Perceptual Motor Coordination;
*Predictor Variables; Speeches; Technical Reports

While the Wisc and Bender-Gestalt are widely used for differential diagnosis, there is need for empirically determined criteria for classification. Multivariate techniques seem especially promising in classification problems. This study determined the extent to which such an approach can classify children into rational, a priori categories of learning disorder. Two discriminant functions were obtained and found to be highly significant. Six predictors within each function were identified as optimum. The efficiency of the functions in predicting criterion group status was demonstrated. Educational implications are discussed.

12. Jackson, Robert M.; And Others. Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits. August 1973, 13p., ED 074 672.

*Child Development; Community Programs; *Disadvantaged Youth;
*Exceptional Child Education; Interdisciplinary Approach;
Maturation; Physical Development; Preschool Children; *Preschool Evaluation; *Screening Tests; Slow Learners

The report examined a pilot program for the early identification of developmental deficits by a multidiscipline team of psychologists, educators, and medical personnel. The team conducted a community wide project designed to establish contact with and evaluate the developmental progress of all preschool children in a low income rural school district. The initial contacts were home visits by paraprofessionals who evaluated the developmental level of all preschool children through the use of rating scales. Parents and children then attended a community clinic staffed by the multidiscipline team which screened children for developmental disabilities or special education needs. Of the 18 preschool children for whom educational intervention was recommended, 14 children were eventually enrolled in either Head Start or special education classes.

13. Clyne, Roger. Emphasis: Identification. August 1973, 4p.,
ED 075 101.

Grade 1; *Identification; Kindergarten Children; *Learning Disabilities; Prediction; *Preschool Children; *Primary Grades; Program Descriptions; Rating Scales; *Teaching Methods

A potential program for dealing with the identification of kindergarteners with potential learning disabilities is discussed. The subject is dealt with on the level of prediction. It is pointed out that as children learn in different ways, different methods of educating them must be devised. Early identification of disabilities lessens the chances of the failure syndrome. A ranking scale is being developed to allow each kindergarten and/or first grade teacher to rate her class in various areas. One data-gathering device is the Boehm Test of Basic Concepts. Certain high-risk students will be selected for a modified educational program. This program may be replicated later.

14. The Must Project. Final Report. September 1973, 201p. ED 075 977.

Diagnostic Tests; *Educable Mentally Handicapped; Educational Programs; Elementary School Students; *Exceptional Child Education; *Individualized Instruction; *Instructional Media; Mentally Handicapped; Program Descriptions; *Teaching Methods

Described are planning and operational phases of the Media Utilization Services for Teachers (MSUT) Project, an effort to utilize media to individualize and improve instruction for educable mentally retarded (EMR) elementary school students. Aspects of the planning period (1969-70) treated include staffing and orientation procedures, limitation of project scope to the EMR population, and development of a diagnostic test battery, an instructional system development plan, and a prescriptive activity sheet. The first operational year (1970-71) is evaluated in

terms of means used to identify the target population; the plan of operation; the attainment of goals concerning the establishment of resource rooms, identification and development of media, and staff training; and the success of the instructional system development plan. Data on the final project year (1971-72) includes a description of participating schools, a summary of data analyses of children's performances, a profile of one pupil participant, and a summary of the year's activities concerned with the development, implementation, and evaluation of the individualized instruction plan. Appendixes, which comprise the major portion of the document, provide information on qualifications and duties of team members, workshop proceedings, equipment expenditures, an equipment proficiency checklist, production center evaluation, equipment inventory, and data analyses.

15. Sparberg, Nancy Z.; And Others. A Quick Teacher-Administered Screening Test to Predict Future Academic Failure in Kindergarten Children. September 1973, 15p., ED 076 686.

*Academic Failure; Achievement Tests; Grade 1; Grade 3;
*Kindergarten Children; Prediction; *Predictive Ability
(Testing); Reading Readiness Tests; *Screening Tests;
Technical Reports

An experimental screening device designed to predict future academic failure in kindergarten children was administered to a group of kindergarten children in April. The prediction of success or failure made on the basis of the screening was correlated with the results of standardized reading readiness tests, as well as standardized achievement tests in first and third grades, and with chronological age. The point biserial correlations between predicted success-failure and actual achievement in reading and arithmetic were significant at the .01 level. Correlations between age and achievement were not significant. The efficiency was 100% and the effectiveness was 82%.

16. Barclay, James R. Multiple Input Assessment and Preventive Intervention. September 1973, 12p., ED 076 699.

*Classroom Environment; *Diagnostic Tests; Elementary Grades; Intervention; Peer Relationship; *Psychological Characteristics; Rating Scales; Self Evaluation; *Social Development; *Student Characteristics; Teacher Attitudes

The Barclay Classroom Climate Inventory is a multi-method, multi-trait inventory, derived from self-report, peer nominations and teacher judgments, offering a description of a student's characteristics in the classroom group and in grades, schools and other units. Traits of

psychosocial development and extroversion introversion groupings of scales form multi-method factors that describe an educational environment in terms of task-orientation, social interaction, disruptiveness, seclusiveness, and like dimensions. The inventory consists of: (1) a self-report section that includes a list of self-competencies, occupations or skills of possible interest, and a list of possible reinforcers; (2) a group section of 26 sociometric nominations in areas similar to the self-report section; and (3) a teacher section of 62 adjectives for checking those typical of the child. Reliability and validity studies have been made. The multiple inputs from self, peers and teachers are integrated via a computer program into a written report and several tables that describe suspected problems of children. Judgments are based on factor scores and utilize conditional statements to examine alternatives. Eight problem areas have been identified: self-concept deficits, group interaction deficits, self-management deficits, verbal skill deficits, physical skill deficits, vocational development deficits, cognitive-motivation deficits, and poor attitude toward school. The inventory can be used to ascertain the distinctive characteristics and problems of particular grades and schools and provide clues to the specific type of intervention needed.

17. Smith, Robert Francis. A Diagnostic Study of Pupil Performance on a Test of Skills Relevant to the Mastery of Place-Value Tasks. October 1973, 173p., ED 077 665.
Document not available from EDRS.

*Diagnostic Tests; Doctoral Theses; *Elementary School Mathematics; Evaluation; Grade 2; Instruction; Mathematics Education; *Number Concepts; *Research; Test Construction

The purpose of this study was to identify those skills relevant to the mastery of place-value tasks involving hundreds, tens, and ones that are difficult for primary grade children. A place-value mastery test and five diagnostic tests were written by the researcher, validated by specialists and pilot tested to improve reliability. They were then administered to 323 second-grade pupils in four schools which were chosen to provide a wide range of mathematics ability. It was found that the sample could be divided into 235 high achievers and 88 low achievers such that the mean scores of the first group were significantly higher than the second group of all tests. There was a significant relationship between the mastery tests and the diagnostic tests in both groups, but it was stronger in the group of low achievers. The subordinate skill of exchanging tens for ones, and ones for tens, and naming the same number in different way was difficult for both groups.

Available from: University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-20,597 MF-\$4.00 X-\$10.00)

18. Bolen, Jacqueline M.; And Others. Non-Categorical Preschool Model Program. November 1973, 122p., ED 078 616.

Behavior Change; Classification; Conceptual Schemes;
Curriculum Development; Early Childhood Education; Evaluation
Methods; *Exceptional Child Education; Handicapped Children;
*Identification; *Parent Education; *Preschool Children;
*Program Development; Psychological Evaluation; Teacher
Education; Testing

Special education teachers at the graduate level developed a model noncategorical preschool program for five normal or severely handicapped children which incorporated parent training and behavioral research. The staff assumed such tasks as designing classroom/clinic/observation areas, arranging for materials, training parents, and attending meetings. For each of the five students, 4- to 6-years-old, who were normal and had handicaps of oppositional behavior, Down's Syndrome, physical and speech handicaps, or autism, assessments were made according to functional areas, skills, and personal-social characteristics. A curriculum involved gross, fine, and perceptual motor training; color and shape discrimination; letter, number, and word recognition; and creativity expression. Behavior modification procedures included primary, (candy or cookies), and secondary reinforcement (praise, or hugging); continuous music; and timeout. Parents learned through observing children, taking a behavior management class, recording behaviors, and teaching. Data indicated that the five children acquired from 14 to 27 skills; that four children attained a minimum of two out of five competency levels for each of seven developmental areas; that four children achieved full competency in one developmental level. Data indicated directions for an experimental research design, and support for early intervention, parent training, and individualized programs.

Also available from: Instructional Materials Center for Special Education, 1031 South Broadway, Suite 623, School of Education, University of S. C., Los Angeles, California 90015 (\$5.00)

19. Focus on Preschool Developmental Problems. Final Evaluation Report, 1971-1972. November 1973, 92p., ED 078 945.

Behavior Problems; *Developmental Programs; Grade 1;
*Identification; Kindergarten; Language Development; Motor
Development; Perceptual Development; Perceptually Handicapped;
*Physically Handicapped; Preschool Education; *Preschool
Programs; Program Descriptions; Retarded Speech Development;
*Task Performance

The main service of this project involves early identification of underdeveloped or abnormal behavior characteristics in the preschool-age child and the initiation of an educational treatment plan which ameliorate the developmental problem. Identification of disabled children is made by the two project diagnosticians in nursery schools and Head Start classes and through referrals from physicians, psychologists, parents, social workers, and community agencies involved with preschool children. Sixty-five children were in the special treatment programs this year. Forty of the more severely disabled were enrolled in one of four special daily classes and received prescribed instruction from two teachers assisted by two aides. The other 25 received training at home from their parents under the supervision of the diagnosticians. Diagnosis involves attention to four syndromes which provide a broad base for interpreting a child's deficit behavior. The syndromes include the visual perception functions, the visual motor functions, and all aspects of auditory function which primarily affect speech and language capabilities. The data indicate that the program has had beneficial effects. Children have gained in IQ scores and show good progress in readiness scores at the end of kindergarten. First-grade achievement scores were lower than readiness prediction, indicating that the children are losing ground once intensive treatment has ceased. Teachers' reports show gains in performance on tasks associated with learning disabilities, and parent questionnaires showed highly favorable opinions of the program.

20. Lowerre, George Fitzgerald. Conceptually Based Development of Individualized Materials for Critical Thinking Based on Logical Inference. December 1973, 263p. ED 079 728.
Document not available from EDRS.

Cognitive Processes; *Complexity Level; Comprehension;
*Critical Thinking; Diagnostic Tests; Educational Research;
*Elementary Education; Grade 2; Grade 3; Grade 4; *Individualized Instruction; Learning; *Logical Thinking; Thought Processes

This study developed prototype diagnostic and teaching materials to test logical reasoning ability in second, third, and fourth grade pupils. The testing procedure attempted to find the most difficult levels, along several dimensions, at which a child can use a logical rule. The materials dealt with the rule for "or" elimination and the rule for "all" elimination. Two dimensions were varied: complexity of context and availability of premises in message. Experimental subjects worked individually, using instructional workbooks and tapes, receiving posttests after instruction on the corresponding rule, while control subjects received both posttest approximately eight weeks after the pretests. The change in performance was calculated for each subject on each rule by adding the changes in levels along both dimensions tested. Significant differences were found (in favor of the experimental group) for both the logical rules tested, though the difference for the "or" elimination rules was not as great as the "all" elimination rules. Further development using these procedures is recommended.

Available from: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,622,MF \$4.00 Xerography \$10.00)

21. Bechtel, Leland P. The Detection and Remediation of Learning Disabilities. Progress Report. December 1973, 118p. ED 079 878.

Curriculum Development; Diagnostic Teaching; Dyslexia; Elementary School Students; *Exceptional Child Research; Identification; *Intervention; Learning Disabilities; *Perceptually Handicapped; Perceptual Motor Learning; Preschool Children; *Program Descriptions; *Remedial Instruction; Testing

A 1 year preschool program and a summer elementary program in a model cities area sought to detect and remediate children's learning disabilities, and to evaluate remedial techniques. Thirty-three perceptually handicapped preschool children took a battery of eight tests, and daily received remediation through fine and gross motor training, and in applied skills and free play. The students achieved highly significant gains on the performance tests of the Wechsler Preschool and Primary Scales of Intelligence. Successful teacher/student interactions and parental cooperation contributed to gains. A major conclusion was the potential of early identification and intervention for reducing the estimated 10 to 15% of children who perform poorly. In the summer program, 40 perceptually handicapped students, mean age 10 years, from 5 elementary schools, took a battery of seven tests, and daily received remediation in reading, english composition, and mathematics, and perceptual and gross motor training. The students achieved significant gains on the copying page, and reduction of total errors plus self-correction and poor formations tests of the Slingerland Screening Tests for Identifying Children with Reading Disability; in the figure-ground and form constancy tests of the Frostig Developmental Test of Visual Perception; on arithmetic computation measured by the Metropolitan Arithmetic Test, and on the Motor Tasks Test.

22. Abbott, Robert E. Developmental Kindergarten Classes of the Waukegan Community Unit School District #60. December 1973, 9p. ED 080 204.

*Developmental Programs; *Early Childhood Education; *Identification; Instructional Materials; Intervention; *Kindergarten; Remedial Instruction; *Special Education; Student Placement

The rationale for the existence of developmental kindergarten classes is based on individual differences, the general importance of early childhood education, and the advantages of early detection of emotional disturbance and learning disabilities. The Waukegan Program focuses on early identification and specification of problems, development of perceptual skills, creation and evaluation of techniques to increase school readiness, promotion of co-operative work between school personnel, specialists and parents, and the development of children's visual, motor and language skills.

23. Scott, Norval C., Jr. ZIP Test. January 1974, 24p. ED 081 846.

Achievement Tests; *Diagnostic Tests; Elementary Grades; *Elementary School Mathematics; *Grouping (Instructional Purposes); *Language Fluency; Language Skills; Language Tests; *Migrant Child Education; Migrant Children; Reading Diagnosis; Reading Level

A copy of the Zip Test, designed to determine quickly the grade placement of a migrant child in reading and math and to assess his english language facility, is presented. The purpose of the test is to locate the instructional level at which the child can effectively use mathematics and reading books and to indicate his ability to conceptualize verbally in english. The test is not intended for use in chronological grade placement. The test consists of a group of pictures of objects and activities, a series of simple words, six brief stories (each consisting of only a few sentences), a series of multiple-choice word opposites, a group of shapes and numbers, and a series of arithmetic problems. Two forms for use in recording the child's performance on the test and placement level are also presented.

24. Patterson, Jo. Why Doesn't an Igloo Melt Inside? A Handbook for Teachers of the Academically Gifted and Talented. March 1974, 95p. ED 083 760.

Ability Identification; *Class Activities; Class Management; *Creative Thinking; Elementary School Students; *Exceptional Child Education; *Gifted; Group Discussion; Independent Study; *Teaching Guides

The guide for teachers of academically gifted elementary school children focuses on the provision of challenging learning experiences designed to involve the students as active participants. Compared are approaches to identification of the gifted such as use of intelligence scores, achievement test scores, and teacher or principal recommendation. Stressed

for teachers is the establishment of a classroom climate which allows freedom of thinking. Examples are given of techniques used to teach creative thinking skills through mind stretchers (puzzles), creative activities (such as writing poetry), hypothesizing (about problems such as why an igloo doesn't melt inside), group dynamics activities (such as finding creative uses for unusual objects), analyzing propaganda, sentence reasoning, and logic elimination problems. Suggestions are given for effective questioning techniques for group discussions. Mini-courses on topics such as archaeology or the heart are seen to be particularly appropriate for gifted students. Independent research projects which might involve interviewing experts, taking field trips, and reading books are also recommended. Appended are a bibliography and a behavioral rating scale.

25. McGuire, Helen; Rao, Susan. English as a Second Language; Achievement Tests, Level 1. March 1974, 38p. ED 083 862

*Achievement Tests; Diagnostic Tests; Elementary Grades;
*English (Second Language); Grade Equivalent Scales;
High Schools; Kindergarten; Language Learning Levels;
*Language Skills; *Language Tests; Listening Skills;
Reading Skills; Scoring Formulas; Sequential Learning;
Speech Skills; *Test Interpretation; Writing Skills

This achievement test booklet is designed to assist the teacher in determining the length of time pupils should spend in level 1 of english as a second language, and to test proficiency in the skills of listening, speaking, reading, and writing. Listening and speaking tests may be used in kindergarten through grade 12, reading and writing tests in grade 6 through 12 (in 4th and 5th grades at the discretion of the teacher). Tests are based on "English as a Second Language Guide for Teachers" of the Milwaukee Public Schools. Instructions for administering and scoring tests are included.

26. Berger, Susan; Perlman, Evelyn. A Model for Prevention: A Kindergarten Screening Program. April 1974, 4p. ED 085 083.

*Community Programs; Family Background; *Intervention;
*Kindergarten Children; Measurement; Mental Health;
*Prevention; Questionnaires; Readiness; *Screening Tests

A program based on the use of the Kindergarten Questionnaire (K-Q) is described, with emphasis on the questionnaire's potential as an assessment tool for prevention of learning and emotional problems. The goals of the questionnaire program are (1) to assess readiness in children, (2) to provide more complete information to teachers, (3) to inform the family of available services in a non-threatening way, (4) to help the system with its service to the child, and (5) to provide mental health service to the community, using the school as

a vehicle. Procedures that have been used to implement the use of K-Q in early childhood education programs are described. Also included is data that has been collected concerning predictive validity of the instrument, based on a sample of 493 children.

27. A Formal Proposal for an ESEA Title III Project for Emotionally and Learning Disabled Students. May 1974, 79p. ED 085 939.

Educational Planning; Emotionally Disturbed; *Exceptional Child Education; Identification; Instructional Materials; Kindergarten; *Learning Disabilities; Primary Grades; *Program Descriptions; *Program Proposals; Screening Tests; Tutoring

Presented is a proposal for a 2-year project to identify and remediate needs of emotionally and learning disabled (LD) children in kindergarten through grade 3 in Yankton, South Dakota, to be funded through the Elementary and Secondary Education Act, Title III. Defined in the preface are areas of learning disabilities and associated skills to be learned for remediation. Outlined to justify the proposal are plans to identify kindergarten children with high risk in cognitive, affective, or psychomotor areas; to remediate LD children in grades 2 and 3; to reduce the high rate of retention (5%), and the LD population (12%); to support the disadvantaged minority population (5%); to screen with tests such as the Iowa Test of Basic Skills; and to measure positive change in areas such as peer relationship. Listed are procedures and persons involved in the planning process such as a representative from Sacred Heart Elementary School. Included in the section on program content are procedures involving professional staff (such as a curriculum modifier); six tutors trained in education; specialists (such as a speech therapist); equipment such as cassette recorders; instructional materials such as Dolch Books; and inservice sessions. It is explained that after screening (at any time during the program), students will be tutored and monitored daily according to an individualized prescription and will be dismissed from the program upon attainment of objectives (positive change in at least one low area measure). Listed are plans for evaluation, data analysis, dissemination of information, project management, and financial effort. Included are a map, letters, and a statistical report.

28. End of Project Report for Parental Involvement with Handicapped Children. May 1974, 22p. ED 085 944.

Elementary School Students; Emotionally Disturbed; *Exceptional Child Education; Identification; Learning Disabilities; Mentally Handicapped; *Program Descriptions; *Program Evaluation; Public Relations; *Remedial Instruction; Resource Centers; Special Classes; Special Education Teachers; Trainable Mentally Handicapped

Presented is the final report of the 1-year program to identify and remediate needs of 60 emotionally disturbed (ED) or learning disabled (LD) and 15 trainable mentally retarded (TMR) elementary school students (two schools) in Honea Path, South Carolina. Noted are original program funding by the Elementary and Secondary Education Act, Title III, and continuing funding by the school district. Reported are background and functions of two special teachers for the ED and LD students, one teacher for TMR students; one specialist in handicapping conditions, and two teacher aides for two TMR classes. Program dissemination is discussed such as a report to the Board of Trustees of Anderson County School district, and presentations to parent teacher groups, the Lion's Club, and personnel from other school districts. Given are the following evaluation results; significant mean gains for 30 LD students on the Bender Gestalt Test, for 20 LD students on the Gates MacGinitie Reading Test, and 48 students on the Lipsitt Self-Concept Scale, for 15 TMR students on the TMR Performance Profile, and no significant gain for TMR students on the Vineland Social Maturity Scale. Included are reports by the three teachers. Described by teachers of ED and TMR students are resource room scheduling; individual student progress in mathematics, reading, and self concept (said to be crucial to academic improvement); and remedial materials used (such as the Frostig Pathway School Program 1). The TMR teacher tells of transportation arrangements with parents, schedule considerations for student ease in learning self help skills, and of a black 9-year-old boy who in 4 1/2 months learned to write his name, count to 10, read, perform bathroom procedures, and concentrate on work for longer than half an hour.

29. Silver, Archie A.; Hagin, Rosa A. Profile of a First Grade: A Basis for Preventive Psychiatry. May 1974, 61p. ED 085 986.

*Emotionally Disturbed; *Exceptional Child Research;
*Intervention; Learning Disabilities; Neurologically
Handicapped; *Perceptually Handicapped; Primary Grades;
Program Effectiveness; Psychological Evaluation; *Screening
Tests.

Screened for psychiatric, neurologic, perceptual, psychologic, and educational deficits were 168 New York City first graders; and provided was an intervention program for 29 children judged to be perceptually handicapped, socioeconomic and racial data showed students to be 79% white, 12% black, 9% Oriental; and 23% of the sample to be from spanish speaking homes. Intelligence levels followed the average distribution curve. Twelve percent of the children showed symptoms of emotional decompensation, while 25% were considered well adjusted, and the remaining 66% showed mild or moderate symptoms of emotional stress.

Seventy to eighty percent of the children had difficulty with finger-gnossis, right-left discrimination, and synkinesis in the neurological examination. The intervention group was selected by the following criteria: presence of perceptual deviations in spatial and temporal organization, evidence that cerebral dominance for language was not yet established, and poor fine motor coordination. The intervention group tended to cluster in the lower socioeconomic groups; to show some degree of psychiatric impairment and to have low initial reading scores. Readministration of educational tests at the end of the first grade revealed that the children in the intervention group were indistinguishable in their reading achievement from the total first grade. The study indicated the effectiveness of integrating the skills of a medical center with those of the public schools. The study was replicated the following year with similar findings.

30. Harrison, Grant Von; Wilkinson, John C. The Use of Bilingual Student Tutors in Teaching English as a Second Language. May 1974, 13p. ED 086 030.

*American Indians; *Bilingual Education; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers; Child Responsibility; Diagnostic Tests; *Elementary Grades; *English (Second Language); Instructional Materials; Language Instruction; Program Improvement; Review (Reexamination); Second Language Learning; Supervisors; *Tutorial Programs; Vocabulary

Bilingual education, as an approach to the problem of preparing the American Indian child for entry into American public schools, has not proven satisfactory due to a lack of properly certified teachers and a tendency to thrust too much upon the child too fast. In response to this problem, a tutorial system has been devised in which bilingual, upper-grade-elementary Indian children are used as tutors for kindergarten and first-grade Indian children. Procedures to establish this system are: Phase I--to identify the critical vocabulary to meet students' needs; Phase II--to devise diagnostic tests based on the critical vocabulary to indicate individual student requirements; Phase III--to develop training materials, audio-visual materials, and home study materials for the students' tutors and to select and train adult tutor supervisors; Phase IV--to select and train bilingual student tutors and to conduct student diagnostic testing; Phase V--to assign bilingual tutors to individual students and implement instruction; and Phase VI--to conduct a post-assessment of the structured tutoring learning process, to revise the specific tutoring model for use with Navajo children, and to revise the general tutoring model to optimize it for use in second language instruction.

31. "MRHPSP" (Maplewood-Richmond Heights Pre-School Program). Interim Evaluation Report for the Period July 1, 1971 - June 30, 1972. May 1974, 99p. ED 086 309.

Developmental Psychology; Developmental Tasks; Educational Diagnosis; *Evaluation Criteria; Identification Tests; Mental Development; Perceptual Motor Coordination; *Preschool Programs; Profile Evaluation; *Prognostic Tests; Skill Analysis; Testing Programs; *Test Interpretation; Visual Perception

The Maplewood-Richmond Heights Pre-School Program designed Preschool Skills Checklists, I and II to evaluate all 3- and 4-year-olds, during the first month of school, to determine where to begin teaching each child according to his immediate level of achievement. The teachers informally checked the children on the skill sheets throughout the year as they mastered specific skills, and formally checked each child during the months of September, February, and May. In comparison with standardized tests, the preschool staff believed that their checklists, which form the main substance of this report, provide a more accurate assessment of each child's achievement and potential.

32. Padalino, Jane P. A Program for Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Final Interim Progress Report. June 1974, 126p. ED 087 152.

Associative Learning; Auditory Perception; *Diagnostic Teaching; Learning Disabilities; Perceptual Development; *Exceptional Child Education; Identification; Kindergarten; Perceptually Handicapped; Perceptual Motor Coordination; *Program Descriptions; *Program Evaluation; Screening Tests

A 3-year Title III project in Union, New Jersey involved screening of 869 incoming kindergarten children in 1967 and 840 children in 1968, subsequent identification of children's perceptual difficulties, and remediation. The children were screened in areas of perceptual-motor match, auditory dynamics, associative processes, and gross-motor coordination. Data on socioeconomic background, birth, and developmental history were collected through parent interviews and a questionnaire. Children who received scores in the lowest 5% of one or more developmental areas or whose total score was in the lowest 10% bracket were selected for intensive training from the 1967 class. The same selection procedure was used for the 1968 class; through children in the lowest 20% level were included. First year children received training through diagnostic teaching for 1/2 hour of perceptual activities four days per week. Also, the perception teachers worked with each kindergarten class 1 day per week and were observed by kindergarten teachers. During the second year only experimental groups were given intensive training. Four research studies were conducted during each year. First year project results indicated that a significant mean difference existed between pretest and posttest results for the 172 experimental children

receiving intensive training as compared with 500 children receiving an enrichment program only. Comparison of pretest and posttest results for both the 1967 and 1968 classes indicated that the intensive training was most effective in areas of visual-motor integration, and in certain aspects of gross-motor development.

33. Moonan, William J. Charosel: A Computer Program Which Selects Qualitative Predictors for Qualitative Criterion Prediction Problems. June 1974, 30p. ED 087 159.

*Computer Programs; *Exceptional Child Research; Factor Analysis; *Gifted; *Identification; Kindergarten Children; *Statistical Analysis; Theories

Described is the theory and computer program of a new statistical procedure to find a parsimonious subset of predictor variables which have high predictive efficiency for a given criterion variable, and explained is application of the procedure to problems such as the identification of gifted kindergarten children. The procedure is seen to be most appropriate for type D prediction problems, for which the criterion variable is represented by a set of categories and and the predictor variables are represented by a set of qualitative variables. It is explained that the technique is based on a formula for calculating a posteriori probabilities and a simple decision function, and that models are evaluated by computing decision tables and an associative objective function for each predictor variable available. The program is thought to be applicable to prediction problems of the military, education, and medicine. Described is application of the procedure to the selection of questionnaire items most predictive of giftedness in kindergarten children.

34. Kelley, Clare A. Suggested Outline for Auditory Perception Training. June 1974, 54p. ED 087 167.

Auditory Tests; *Auditory Training; *Exceptional Child Education; Individual Activities; Kindergarten; *Language Handicapped; Learning Disabilities; *Primary Grades; *Screening Tests; Speech Handicapped; Speech Therapy

Presented are suggestions for speech therapists to use in auditory perception training and screening of language handicapped children in kindergarten through Grade 3. Directions are given for using the program, which is based on games. Each component is presented in terms of purpose, materials, a description of the game, and directions for increase of difficulty or complexity. Presentation is in the following sequence: attending to sound through awareness of silence versus sound, awareness of surrounding sounds, and concept building; localizing sound in all geometric coordinates and through interrelationships of distance and direction; identifying and discriminating nonspeech sounds

through increased attention span and more complex receptions; increasing auditory memory through temporal order sequencing, increased processing of an oral message, and development of figure-ground skills; and focusing on sound as a response through development of correct and spontaneous language flow, internalization of sentence plans (through play experiences and pictures), and organization and formalization. Given for kindergarten through Grade 3 are auditory discrimination, auditory memory, and auditory figure-ground screening procedures. An example of a game used in identification of nonspeech sounds is the progressive moving of a toy animal on a board (like a checkerboard) each time the child imitates the animal's sound correctly.

35. Makolin, Jewel H.; And Others. Early Intervention to Prevent Learning Problems. Project Report 1971-72. June 1974, 300p.
ED 087 168.

Curriculum Guides; Exceptional Child Education; *Exceptional Child Research; *Identification; *Intervention; Kindergarten; *Learning Disabilities; Prevention; *Program Descriptions; Program Effectiveness

Twenty kindergarten children, identified as being at high risk for future learning disabilities (LD) were matched with a control group on the basis of age, sex, IQ, and cognitive scores and were provided with a highly structured sequential curriculum aimed at remediating deficits identified in the screening process. Among skills evaluated by the screening battery were picture memory, digit memory, sentence memory, letter naming, and intelligence. Also stressed in the experimental treatment were a warm emotional classroom climate, use of teacher strategies specifically for children with learning problems, continual evaluation and planning, and parent involvement. Unexpected findings included the identification of an equal number of girls and boys as potential academic risks, a high correlation between the Slingerland Test and the Primary Mental Abilities Test, and the apparent greater importance of auditory distraction than visual distraction in decreasing performance of LD children. Differences between experimental and control groups on posttests were not statistically significant but were higher for the experimental group in all but one case. It was planned that the achievement of the groups would be followed up through the primary grades. (The major portion of the document consists of appendixes which detail the screening instrument; list evaluation forms, task boxes, teacher made materials, and instructional materials; and provide the complete curriculum guide used in the program.)

36. Palmer, Henry. Three Evaluation Reports of Computer Assisted Instruction in Drill-And-Practice Mathematics. June 1974, 22p.
ED 087 422.

Academic Achievement; *Computer Assisted Instruction;
Diagnostic Teaching; Diagnostic Tests; Educational Diagnosis;
Elementary Grades; *Elementary School Mathematics;
Individualized Instruction; Individualized Programs;
*Mathematics Instruction; *Program Evaluation

Three separate evaluations of a computer-assisted instructional (CAI) drill and practice program were conducted. The CAI was provided by the Los Angeles County Superintendent to 14 districts as a means of improving students' math abilities and to help teachers manage diagnostic and prescriptive information. The California Test of Basic Skills (CTBS) and the California Arithmetic Test (CAT) were administered before and after instruction to both experimental (i.e., CAI) and control groups. In general, the results indicated that: (1) the mean post-test scores for the experimental groups exceeded those of the control groups; (2) a higher percentage of experimental than of control students exceeded their expected growth rates for the period; and (3) the students receiving CAI experienced growth rates substantially beyond normal expectations. Control group students performed better on tests of reasoning ability, perhaps because the CAI did not stress skill. Since the program was of moderate cost, promoted student learning, reduced the teacher's remedial work and aided in diagnosis and prescription of student academic needs, it was recommended that it be expanded.

37. Baker, Robert P. Preschool Behavioral Classification Project.
June 1974, 12p. ED 087 803.

Affective Behavior; *Behavior Problems; *Diagnostic Tests;
Interpersonal Competence; Mental Health; *Parent Participation;
Personality Assessment; Personality Tests; *Preschool Children;
Screening Tests

Children who are referred to mental health clinics in the preschool years pose problems for diagnosticians because of the lack of standardized instruments for assessing personality and measuring behavior of preschoolers. In response to this problem, the children's behavioral classification project has been extended into the preschool years and the preschool behavioral classification project form (PBCP) has been developed. When completed, the PBCP contained 268 behavioral items and five demographic variables (age, sex, race, socio-economic level, and clinic-nonclinic status). The PBCP was then administered to the 1350 parents. Twenty-two major factors were produced in the statistical analysis. Examples of factors produced include: sexual curiosity; disobedience; direct aggression; verbal hyperactivity; separation anxiety; positive social orientation; perseverence; and sociability. Presently, the test-retest reliability of the instrument is being determined. With respect to future research norms will be established for each factor for each age. Other studies which will be carried out include validity studies, reliability studies, and longitudinal studies. Eventually the focus of the research will concentrate on the use of the PBCP in evaluating the efficiency of therapeutic programs.

38. Coury, Janine P.; Nessa, Donald B. A Screening Method for Early Identification of Learning Disabilities. June 1974, 44p. ED 087 824.

Ability Identification; Auditory Perception; Auditory Visual Tests; Cultural Differences; *Educational Diagnosis; *Elementary School Students; *Learning Disabilities; *Psychological Tests; Psychometrics; *Screening Tests; Testing Problems; Visual Perception

This study was conducted in order to develop and evaluate a systematic screening method which could be used by counselors and school psychologists in the identification of first graders showing characteristics generally associated with learning disabilities. The study was conducted within three Title I schools in a large southern metropolitan school system and the method, believed appropriate for culturally different first graders, is generalizable to other populations. The research was based upon a sample of 70 children, including 40 subjects who produced positive screening results. The screening battery composed of the Metropolitan Readiness Test, the Slosson Drawing Coordination Test, and the Wepman Auditory Discrimination Test was administered by teachers and school counselors. Test results were interpreted in terms of cut-off points and a hypothetical "diagnostic" profile. After eliminating mentally retarded suspects, 40 "diagnostic" subjects were identified. All subjects screening positive, together with a comparison group of 30 subjects drawn randomly from the original population, were further evaluated with the Wechsler Intelligence Scale for Children and Frostig. In addition, the classroom teachers rated each subject on a rating scale specially designed to reflect classroom performance factors believed to be characteristics of learning disabilities. Alpha and Beta analysis between the three sources of data showed total errors ranging between 14 and 18 percent. Analysis of variance indicated significant differences between 18 of the 28 major variables in the study.

39. Auditory Perceptual and Language Development Training Program. Final Project Report 1969-1972. July 1974, 169p. ED 088 270.

*Auditory Perception; Clinical Diagnosis; Diagnostic Teaching; *Exceptional Child Education; Identification; *Language Development; Language Handicapped; *Learning Disabilities; Perceptual Development; Perceptually Handicapped; Primary Grades; Program Descriptions; *Program Evaluation; Regular Class Placement; Remedial Instruction; Screening Tests; Speech Therapists

Terminally evaluated was a 3-year (1969-1972) Title III Idaho Project to develop an Auditory Perceptual and Language Development Training Program involving the screening of 657 children in Grades 1 and 2 in four schools and a first grade demonstration class of 192 perceptually

handicapped children. Of 346 children identified to have auditory imperception, 48 students (16 experimentals, 16 controls, and 16 alternates) were selected as participants from each school. A speech/hearing clinician in each school administered audiometric, speech, language, and reading/spelling tests; and trained experimental students (in groups of two) 1/2 hour per day 4 days per week in sequential motor, auditory, and visual perceptual tasks; and phonics. The following were among effective project outcomes: employing speech and hearing clinicians for diagnosis and remediation, conducting remediation classes in project schools so the students could remain in regular classes, providing workshops on auditory learning problems, and conducting inservice training for project teachers and clinicians. Findings from tests such as the Wepman Auditory Discrimination Test indicated comparable gains by experimentals in all schools. Findings from the demonstration class showed gains greater than regular first grade gains on tests such as the Metropolitan Readiness Test. Visitors wrote impressions of the project. Cultural and nonpublic agencies participated. Dissemination activities included a handbook on child development potential. (Appendixes contain items such as test forms, a training program profile, a teacher questionnaire, and Yale charts.)

40. Early Identification of Learning Disabilities: A Discussion and Approach. August 1974, 23p. ED 089 837.

*Early Childhood; Grade 1; *Identification; Kindergarten;
*Learning Disabilities; *Low Achievers; *Screening Tests

This paper reviews the history of developing techniques to identify learning problems in children. Dr. Eugene Nedvehoff's approach to identifying potential learning problems in young children is delineated. The system evaluates six areas of pupil behavior; visual, visual motor, speech and hearing, physical and behavioral, psychomotor, and psychological. Materials have been designed to test and diagnose and to implement classroom curricula, in order to correct the learning impairments. Although developed specifically for kindergarten and Grade 1, the materials may be useful to correctively treat students at any grade level.

41. Rubin, Rosalyn A.; Krus, Patricia H. Predictive Validity of a School Behavior Rating Scale. August 1974, 13p. ED 090 276.
Hard copy not available from EDRS.

*Behavior Problems; *Behavior Rating Scales; Elementary School Students; *Identification; Longitudinal Studies;
*Predictive Validity; Student Attitudes; Student Behavior;
Student Evaluation; Test Reliability

Results of a longitudinal study of the Predictive Validity of the School Behavior Profile (SBP) filled out by the classroom teachers of 721 first grade children indicated that: (1) first grade SBP scores are significantly related to fourth grade teacher judgments regarding the presence of behavior and attitude problems ($R = -.40$), (2) first grade SBP scores are significantly related to total number of special school placement and special services received by subjects by the end of fourth grade ($R = -.42$). Findings suggest that the SBP can significantly contribute to early identification of "high risk" children likely to require special school treatment.

42. Anderson, Gordon V.; Anderson, H. T. Comparison of Performance on a Mental Ability Test of English Speaking and Spanish Speaking Children in Grades Two and Three: August 1974, 10p. ED 090 335.

Ability Identification; Aptitude Tests; Basic Vocabulary; Bilingual Students; *Caucasian Students; Classification; Cognitive Ability; *Elementary School Students; Family Influence; *Intelligence Differences; Number Concepts; Socioeconomic Status; *Spanish Speaking

The study reported here compared the performance on a mental ability test of children in grades two and three from homes in which English is the language spoken with those from homes in which Spanish is the language used. During the spring semester, the Interamerican Tests of General Ability, level two, and their Spanish parallel, were administered in a number of central and Southern California elementary schools. The research design provided that pupils be selected for the tests "to represent fairly (1) the entire population of school children from homes in which English is the major language (English speaking), and (2) the entire population of children from homes in which Spanish is the major language (Spanish speaking)," with about an equal number of boys and girls. Socioeconomic levels of the subjects were to be reported on the basis of parents' occupation. The students were selected from the schools or classes which represented the three socioeconomic levels, by systematic choice from an alphabetical list. The Interamerican Tests of General Ability at Level Two comprise four subtests: oral vocabulary, number, classification, and analogies. No reading is required of the testees; all items are pictorial, figural, or numerical form. At both grades two and three, it was found that English-speaking children attained higher scores than Spanish-speaking children for total score as well as for each of the subtests. When the subtests are compared it becomes evident that the superiority of the English-speaking children is most marked on the vocabulary and number subtests.

43. Willford, Doris; Millbranth, Karan. Language Arts...Third and Fourth Grade Instructional Materials; Staff Utilization for Continuous Progress Education. September 1974, 187p. ED 090 569.

Curriculum Guides; *Diagnostic Tests; *Educational Testing; *Elementary Grades; Grade 3; Grade 4; *Language Arts; Listening Tests; Reading; Reading Instruction; Writing

This language arts guide for third and fourth grade students consist of pretests and posttests for language arts skills, a student record card that identifies all the skills that are included, and activities sheets to be used with the Science Research Associates Reading Kits. The pretests and posttests for grade three are in primary type. The skills for both grades are divided into the areas of written language, listening, and oral language. Some of the specific skills covered include abbreviations, adverbs, creative writing, poetry, proofreading, library listening attentively, following directions, sequence of events, conducting meetings, choral speaking, and phrasing and voice inflection.

44. Bernal, Ernest M., Jr.; Reyna, Josephine. Analysis of Giftedness in Mexican American Children and Design of a Prototype Identification Instrument. September 1974, 93p. ED 090 743.

*Ability Identification; *Behavior Rating Scales; Community Attitudes; Cultural Factors; Disadvantaged Youth; *Exceptional Child Research; *Gifted; Kindergarten; *Mexican Americans; Minority Groups; Primary Grades; Surveys; Talent Identification; Test Construction

Cultural community based definitions of giftedness were obtained in survey interviews with 300 Mexican Americans in three Texas cities and incorporated into a behavior rating scale and an adjectival scale (for parents) to identify the gifted and talented among 108 bilingual Mexican American children in kindergarten-Grade 3. The children were nominated by teachers and administered the Wechsler Intelligence Scale for Children: The Torrance Tests of Creative Thinking, Verbal and Figural Form A; and The De Avila Cartoon Conservation Scales. Fifty-four children were rated on the Behavior and Adjectival Scales by parents. Thirty-four children were judged gifted according to results on at least one of the five tests. Parentally rated scales were available for 22 of the 34 gifted students. Some of the results from interviews revealed that Mexican Americans believe giftedness requires verve and style as well as intelligence; and the gifted display traits such using imagination freely, being more active and aware, and associating more with adults. Multivariate discriminate analysis of the 43-item behavioral rating scale indicated significant differentiation between.

the gifted and nongifted groups. Individual items on the Behavior Rating and Adjectival Scales also discriminated between the two groups. (Included are original and revised versions of the Behavior Rating Scale and Adjectival Scales, a summary of techniques for identifying gifted minority children, and the community survey in English and Spanish.

45. Katzenmeyer, Conrad G.; And Others. A Model for the Development and Evaluation of Placement Tests for Objective Based Curriculum Management Systems. September 1974, 13p. ED 091 412.

Diagnostic Tests; Educational Diagnosis; Elementary School Students; Grouping (Instructional Purposes); Individualized Instruction; *Models; *Placement; *Test Construction; *Tests

In many objective-based curriculum management systems, students' curricular activities are carefully directed by their own performance through extensive pretesting. When implementing such programs, however, there are often only rough criteria for appropriate leveling of students, necessitating extensive retesting. This paper outlines a model for the development and evaluation of a placement tests for the word attack area of the Wisconsin Design for Reading Skill Development. A thirty-item placement test was constructed and tried out in two elementary schools prior to program implementation. Development strategies and effectiveness of the placement test in minimizing leveling errors are discussed.

46. Miller, Sue, Comp. Gifted and Talented Program. 1973-1974. November 1974, 50p. ED 093 136.

Art; Check Lists; Creative Ability; Elementary School Students; *Enrichment; *Exceptional Child Education; *Gifted Identification; Music; *Program Descriptions; Program Evaluation; Rating Scales; *Records (Forms); School Districts; Talent Identification

Provided is information on the gifted and talented program for children k-6 in Juneau, Alaska, and included are steps in identification, program implementation, and evaluation. It is explained that the enrichment program is intended for students with high intellectual ability, creative or thinking skills, leadership ability, ability in the visual and performing arts, or psychomotor ability. Explained are steps in identification which include teacher recommendation, recommendation of the placement panel, parent recommendation, and results of testing. Given are the rating scale for teachers and the

checklist for parents. Outlined are the rating scale for teachers and the checklist for parents. Outlined are steps in student identification, program implementation, and evaluation for the art and music components. Forms and lists used to help students select and perform individual study projects are provided. Also included are forms and lists used to help students select and perform individual study projects are provided. Also included are forms used for program evaluation by teachers, students, and parents.

47. Psycho-Motor Needs Assessment of Virginia School Children.
November 1974, 219p. ED 093 899.

Auditory Discrimination; Educable Mentally Handicapped;
*Educational Assessment; Educational Diagnosis; *Educational
Needs; Elementary School Students; Kindergarten Children;
*Psychomotor Skills; Screening Tests; State Programs;
State Surveys

An effort to assess psycho-motor (P-M) needs among Virginia children in K-4 and in special primary classes for the educable mentally retarded is presented. Included are methods for selecting, combining, and developing evaluation measures, which are verified statistically by analyses of data collected from a stratified sample of approximately 4,500 children. A screening instrument to be utilized by classroom teachers in the identification of suspected deficiencies in P-M functioning was completed for an additional 1,803 children. A wide range of deficiencies in psycho-motor functioning were revealed in all grade levels examined. The pattern of incidence indicates that for a large number of children, continued improvement of P-M skills will not occur without intervention. On the basis of this study three major areas of concern require further attention: (1) teacher education geared toward awareness and development of P-M functioning, (2) expansion of curriculum to include objectives, and (3) further development of test instruments and investigation of the P-M domain.

48. Bryk, Anthony S. The Brookline Early Education Project: Resolving Methodological Issues in Evaluating an Early Childhood Education Program Model. November 1974, 18p. ED 093 973.

Cost Effectiveness; Early Childhood Education; *Educational
Diagnosis; *Evaluation Methods; Identification; *Models;
*Preschool Programs; Program Evaluation; *Research Methodology

The Brookline Early Education Project (BEEP) was initiated to determine the cost effectiveness of providing comprehensive diagnostic and educational services for 285 very young children and their parents.

The primary goal of the program is to bring the family, the school, and the medical profession into a working relationship early in the child's life, thus hoping to ensure maximal opportunity for success in the school years. In planning BEEP, a number of methodological issues arose. This paper discusses the resolution of the following three issues: (1) the control group, (2) the generalizability of results, and (3) the relative importance of process versus outcome assessment.

49. Anastasiow, Nicholas J.; Hanes, Michael L. Sentence Repetition Task. December 1974, 26p. ED 094 405.

Designed as a diagnostic tool for assisting early childhood and kindergarten teachers, the sentence repetition task seeks to distinguish children who speak a different dialect and are normal in language development from children who speak a different dialect and are developmentally delayed. This technique is based on the work of Menyuk (1964), Slobin (1967), and Baratz (1969). The instrument focuses on whether a child is repeating abstract terms (function words correct), is developmentally delayed (function word omission), or is reconstructing (word is changed to an equivalent from in poverty vernacular). Sentences were designed to yield two scores, the reconstruction score and the function word omission score. Included in this document are discussions of previous research, explanation of procedures for administering the instrument, mean scores derived from studies of a sample of low socioeconomic status children in New York City, sentences, lists of function and reconstruction words, scoring rules and key, and references.

50. Models for Resource Rooms. December 1974, 89p. ED 094 500.

Conceptual Schemes; Curriculum; Diagnostic Teaching;
Elementary School Students; *Exceptional Child Education;
*Handicapped Children; Identification; *Models; Program
Descriptions; Program Development; *Regular Class Placement;
*Resource Centers; Teacher Role

Described are five elementary level resource room models which were developed in a 1-week Michigan Summer Institute and Followup Sessions to serve special education students in regular classes. Each of the models is explained in terms of an introduction, description of the resource room setting and components, population identification, program description, teacher skills required, and program implementation. Given as an example are the following aspects included in Model 1: designation of the resource room as an alternative program to serve individual students in groups of no more than eight children; use of a prescriptive

approach during daily 30-minute periods; identification of children with mild handicaps such as physical or sensory impairment and/or learning problems; development of a curriculum composed of team written performance objectives for individual cognitive, affective, and psychomotor needs; a requirement that the teacher be certified in special education and be competent in areas such as diagnostic skills; and program implementation involving inservice training of regular and resource room teachers as well as communication with parents. Included in appendixes which comprise half the document are lists of books, films, and diagnostic materials; workshop materials on goal setting, decision making, interviewing, and developing of communication skills; guidelines for identification of perceptual problems and learning disabilities; directions for psychoeducational evaluation; and excerpted descriptive pages from 11 specialized diagnostic instruments.

51. Knight, Martha F.; And Others. 1972-1973 Report of the Essential Early Education Project. January 1975, 304p. ED 095 681.

Behavioral Objectives; Child Development; *Early Childhood;
*Exceptional Child Education; Feedback; Handicapped Children;
*Identification; Incidence; Instructional Materials; Kindergarten;
*Parent Education; *Program Descriptions; Testing

Presented is the 1972-73 report of the second year of the Essential Early Education Project in two Vermont school districts to identify 5-year-old children eligible for special education, develop materials for dissemination, and continue the home-based parent training program. Noted is the refinement and replication of survey and testing procedures leading to the development of a census and survey manual and derivation minimum objectives for the kindergarten year and from birth to 6 years of age. Seen to be essential to home-based services are 10 steps such as defining target behaviors and specifying and implementing teaching/learning procedures. Also reported is research on the effects of variables related to training parents, the validity of survey and testing procedures, and estimated incidences of eligible children. The major portion of the document consists of appendixes containing the following information: case studies, procedural guidelines for surveying parents and identifying children eligible for essential early education services, minimum objectives for entering first graders, procedures for the social and self-care inventory, the minimum objectives sequenced for the kindergarten year, minimum objectives sequenced for first 6 years, and an article on the effects of feedback in parent training.

52. Bradley, Estelle. Identification of Learning Problems--Adjustment in Kindergarten Curricula. January 1975, 16p. ED 095 995.

Analysis of Variance; Auditory Discrimination; *Identification; *Intervention; *Kindergarten Children; *Learning Difficulties; Perceptual Motor Coordination; Profile Evaluation; *Readiness (Mental); Standardized Tests; Verbal Ability; Visual Perception

This study dealt with the identification of potential learning problems and the modification of the readiness program at the kindergarten level. Only the pre- and post-tests were administered to the control group. Experimental group A was tested, learning profiles were developed for each child and a team of specialists evaluated the profiles with the teacher. Experimental group B was tested, a learning profile on each child was written and a team of specialists worked with the children twice a week. All groups were taught using the traditional kindergarten program. A (T) test of the difference between means of pre- and post-tests was found significant for all three groups. A degree of difference was noted favoring the experimental groups. An analysis of variance between both experimental groups and the control group. However, no significant difference was noted between the two experimental groups. The information gathered from the test results provided the teachers with data which enabled them to make meaningful and judicious decisions concerning the children's educational future. Early screening and identification can allow the kindergarten teacher to design a meaningful program and remediate the child's learning problems within the classroom setting.

53. Foley, Celia. Vision Screening for Head Starters. January 1975, 29p. ED 096 327.

*Elementary School Students; *Screening Tests; Strabismus; Vision; *Vision Tests

To determine which children in the Head Start Program may have vision problems, Head Start teachers and staff do vision "screening." This booklet demonstrates how to do the screening using the Snellen "E Chart." Trouble signs that the test administrator should be aware of are listed, and vision scores are explained simply. Amblyopia is defined, and some indications of its presence are listed. Visual ability checklists are included.

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